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ABSTRACT

This document consists of a brief report and materials from a project that offered Pennsylvania adult education instructors internships in selected industries through the Educator in the Workplace initiative. The purpose of the project was to enhance the processes of curriculum, planning, and staff development with an intensive workplace initiative and start to infuse part-time staff with workplace competency needs. The report describes how three adult education staff members were assigned to jobs in industry for several weeks in the summer of 1997. Following their experiences, the staff revised and wrote curricula, held meetings, conducted inservice education for teachers, and worked to implement changes in the classroom. The bulk of the document consists of the following appendixes: educators' daily journals of their workplace experience; information on Center for Occupational Research and Development curriculum materials; calculator math lesson plan; licensed practical nurse lesson plan; writing assignments; and school-to-work partnership contacts.) (KC)

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ED 427 211

FINAL REPORT

Title: Adult Educator in the Workplace: A School-to-Work Initiative

Project Number: 98-8017
Project Amount: $8,620
Fiscal Year: 1997-1998

Grantee: Central Susquehanna Intermediate Unit

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ABSTRACT PAGE Project No.: 98-8017

Grant Recipient: Central Susquehanna Intermediate Unit
P.O. Box 213
Lewisburg, PA 17837
717-523-1155

Program Name: Adult Educator in the Workplace: A School-to-Work Initiative

Grant Allocation $16, 278 ($8,260 expended)

Project Period: July 1, 1997 – June 30, 1998

Project Director: Michael Wilson

Project Purpose: This project offered adult education instructors internships in selected industries through Educator in the Workplace. The purpose was to enhance the processes of curriculum, planning and staff development with an intensive workplace initiative and start to infuse part-time staff with workplace competency needs.

Project Outcomes: This project was able to place adult educators in Educator in the Workplace. From these experiences, staff was able to develop two new workforce needs curricula.

Impact: The year was devoted to increasing the CSIU Adult Education Department's commitment and exposure to workforce development and workplace skills. Educator in the Workplace is a process that focuses the educator and demands an applicable adjustment to curricula. Participation in this initiative has helped make adult education a partner in workforce development. This project enabled staff to increase its contacts with people involved in workforce development.

Product or Training Developed: Two workplace skills curricula

Projects Available From:

Advance
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Western Pennsylvania Adult
Education Resource Center
5347 William Flynn Highway
Route 8
Gibsonia, PA 15044-9644

Project Continuation and/or Future Implications: The CSIU Adult Education Department expects to commit two more instructors to the 1998-1999 Educator in the Workplace program. The department is developing a curriculum for Communication Skills. Workforce development is assuming more time for administrative staff and instructional staff will continue to implement workplace initiatives begun in staff development trainings.

Conclusions/Recommendations: This project relied on a School-to-Work initiative to give focus to this program's workforce development efforts. In this rural setting, Educator in the Workplace opened avenues of communication not readily available if developed individually. Staff gained a valuable perspective on the direction curricula should take.

Negotiation for slots in Educator in the Workplace should take place early to enable full participation by adult education instructor. Contact with the local School-to-Work coordinator in March should start the process.

Additional Comments: Educator in the Workplace was unable to provide the full number of slots for this grant. This reduced the scope of the project and resulted in an expenditure of $8,260.

INTRODUCTION

This project was generated in response to the broad efforts by the Federal Government and the Commonwealth of Pennsylvania to increase the skills of workers through various programs and initiatives. It is reported here as a complement to the work of adult education programs interested in fostering or augmenting workforce instruction. The CSIU Adult Education Department has, for several years, developed working relationships with job training, school districts, economic development, and a limited number of businesses. At the time of the grant, July 1997, School-to-Work was taking all these elements and combining them into efforts to change schools. Curricula development, career exploration, teacher inservices, and parent attitudes were to be imprinted with the call to bring the Commonwealth's workforce into a new age of global competition and high skilled jobs. Adult Education needed to participate.

The Adult Education Department was looking for a way to focus its resources to accomplish the goal of fostering a competitive workforce and make better use of its partnerships. Educator in the Workplace offered the chance for Adult Education staff to get a first hand feel for the skills and knowledge needed to succeed in today's work environment. The object would then be to use this experience to introduce workplace competencies into revised adult education curricula and influence staff development.

The School-to-Work Partnership of Columbia/Montour Counties was the agent for finding Educator in the Workplace position for Adult Education staff. The Department's Outreach Specialist, Curricula Developer, and an instructor were assigned to jobs in industry for several weeks in the summer. The revision and writing of curricula, the meetings and in services for staff, and the implementation of changes in the classroom gained additional impetus through this grant during the fiscal year.

This project is disseminated through:

Advance
333 Market Street
Harrisburg, PA 17126-0333

The Western Pennsylvania
Adult Education Resource Center
5347 William Flynn Highway
Route 8
Gibsonia PA 15044-9644.

DISCUSSION

A. THE PROBLEM

The problem was and continues to be exposing adult education staff and instructors to job oriented educational goals. Conversation within the Adult Education Department has long considered the appropriate curricula to help students gain or improve employment while instructional goals have overwhelmingly been to gain high equivalency. The traditional curricula associated with that goal has been only indirectly related to job capabilities and competencies. Only recently have texts and assessments begun to reflect the educational objectives of job training.

B. GOALS AND OBJECTIVES

CHAPTER 1

Objective 1 & 2: To increase opportunities for adult education instructors to participate in School-to-Work activities and to increase their awareness of all aspects of an industry and the amount of education and skill required to meet the demands of the present and future job market.

The administrator for the CSIU Adult Education program has participated in the School-to-Work Partnership of what was Union and Upper Northumberland Counties and is now Northumberland County School-to-Work as an executive board member. In this capacity, the Adult Education department was able to keep current on the activities the Partnership took on behalf of school districts and business. Educator in the Workplace is a program that School-to-Work Partnerships have sponsored to enable their member district teachers to work during the summer in businesses related to their field of instruction. (Appendix F)

Educator in the Workplace is a program run through the Pennsylvania Department of Education and coordinated by the Mon Valley Education Consortium. This program is structured so that participating teachers keep daily logs and are obligated to show impacts on their curriculum. The "job" can be as long as three weeks and as short as one week and can cover various aspects of a business or focus on one job classification within the business. The Partnership agrees to fund the program by paying stipends of $400 to teachers who complete the process. This grant paid for three Adult Education staff members to participate in the Columbia/Montour Educator in the Workplace for one week. Five placements were planned. Only three spots could be secured for adult educators as the Partnership emphasized district employed teachers. Two of the three "jobs" were at Kawneer Co. Inc., a manufacturer of aluminum doors and windows. The third job was at Girton Manufacturing, a manufacturer of dairy equipment. Educator in the Workplace diaries, logs, and evaluations are included as Appendix A.

The evaluations by participants and the businesses were excellent. Employers completed forms. The increased awareness by these three individuals was the first step in increasing awareness for the whole adult education staff.

CHAPTER 2

Objective 3 & 4: Produce five exit projects for incorporating workplace competencies into the adult education curriculum. Modify instructional strategies and methodologies of adult education curriculum to introduce soft skills and foundation skills necessary in the workplace

This objective is based on the requirement that each participant in Educator in the Workplace develop and implement a "re-thinking" of their lesson plans. The program was only able to place three individuals and as a result three projects evolved from our participation in Educator in the Workplace. The development process for these projects drew upon the expertise of Pat Martin, CSIU School-to-Work Coordinator. A series of meetings (Nov. 18, Dec. 5, Jan 5) were conducted with Mrs. Martin, two of the participants, Elena Reyda and Helen Williams, and the Adult Education Program Manager, Mike Wilson. Since these two participants did not have direct classroom duties, the conversation on their projects centered on implementing new curricula. The retooling of existing curricula was implemented by the teacher involved in the project, Linda Hartung.

The information gained from the participation in Educator in the Workplace by Elena, Helen, and Linda was that the workplace values education in mathematics and communication. Work ethics are stressed strongly by industry. These were not particularly new insights, but all the participants were impressed with the intensity of need for these skills.

New approaches to these subjects were discussed in the meetings. Mrs. Martin suggested we look at the Center for Occupational Research (CORD) material as a source. Work Keys was discussed. Consideration was also given to changing our assessment instrument.

The CORD material is a high school curriculum with heavy emphasis on workplace applicability. The local Penn State campus is using it in conjunction with several school districts in order to better prepare students for the technical disciplines they would encounter. Promotional material for CORD is attached as Appendix B. CORD is an applied comprehensive high school curriculum. CORD is cited in 353 project 98-6012 as part of it in his School-to-Work program. It demands skills beyond the capabilities of most of our clients. We focused on using a section on using a calculator for mathematics. This curriculum fit in nicely with Educator in the Workplace reports on mathematics in industries that were visited. Math concepts and applied math were skills used throughout business and industry. The first project developed was a curriculum for Calculator Math. This does not duplicate the CORD curriculum, but uses it and other sources to present a ten week course in math concepts using a calculator. (Appendix C)

The second project developed was for the medical field. The Adult Education Department was approached by the local LPN school in regards to helping prospective candidates who failed to pass the entrance exam. Although not part of the Educator in the Workplace sites for the adult education staff, the medical field was an area to which teachers were sent. The class took the form of a ten week course focused on math concepts, medical terminology, and basic sciences. (Appendix D) This project was developed by Sharon Miller. Mrs. Miller was

unable to obtain an Educator in the Workplace slot, but refined this curriculum as part of grants projects. The curriculum for LPN grew out of adult Ed material used for GED instruction and material made available by the LPN school.

The third project was Linda Hartung's effort to bring workplace skills into her classroom. Although in charge of a typical adult education class, Linda teaches in association with a job training entity and the need to emphasize a work context for learning is important. Soft skills were the first skills addressed. Students kept time in and time out logs. Points are given on the basis of attendance. She quickly instituted cooperative learning as a means of achieving skills in her lessons on writing. Workplace contexts were emphasized for topics. Lessons on interviewing also lent themselves to cooperative learning methods.Writing lessons are attached as Appendix E. Her mathematics lessons now included more sessions on measurement.

We are continuing the effort to apply the knowledge gained in Educator in the Workplace by developing a course in communications skills which will focus on applied uses of English and writing skills in a business context. We did not have the time or resources to develop this curriculum for this grant.

CHAPTER 3

Objectives 5 & 6: To provide increased staff development to the instructors in the Adult Education department on instructional strategies, curriculum development through a series three curriculum revisions, planning sessions, and workshops. To promote a productive dialogue between adult educators and industry personnel by having an employer attend at least one adult education class.

By February 1998, the curriculum meetings and planning sessions had given the adult education department two curricula. A workshop was planned for all Adult Education instructors and some literacy tutors to present the findings of this project and implement changes. The meeting was scheduled for March and 22 instructors attended. Presentations were made on Educator in the Workplace and Calculator Math. The offer was made to provide calculators to those instructors who wanted to integrate Calculator Math into their classroom and participate in the upcoming Educator in the Workplace.

Visits to classes by Elena and Helen to provide additional information and coordination took place on a monthly basis. Conversations about workforce skills and ways to help students attain them are a regular feature of all our contacts with adult education instructors.

School-to-Work reorganized shortly after the grant became available. Contacts with employers through this venue changed and the political maneuvering delayed efforts to pursue Educator in the Workplace for the coming summer. At the same time, the Commonwealth's efforts to reorganize workforce development into One-Stop Centers offered a new avenue for adult education. The administrator became a part of the regional planning entity for workforce development and commitments to county workforce initiatives are putting instructors more in contact with employers and job training. As part of Educator-in-the-Workplace an employer participant attended Linda Hartung's class on January 4.

C. EVALUATION

The Educator in the Workplace is independently evaluated by its coordinator. The evaluations of the participants in this grant are included as part of Appendix A. The project was also evaluated on its ability to increase participation in School-to-Work partnerships and establish a class site for integration of teacher competencies gained through the project.

The Educator in the Workplace participants have given this experience excellent reviews. This program has become an annual effort by school districts and employers to foster cooperation and change. The time spent in the work environment was judged to be of exceptional value.

The site established to implement a workforce skills curriculum is described in Chapter 2 as part of the three projects. The three projects were evaluated on the ability to attract students and reach a stated goal. The Calculator Math class brought several telephone responses to an advertisement, but at the time of enrollment only two students could make the scheduled class. An effort to make the class available at different times or in a workplace setting are continuing. The LPN class brought a broader response to an advertisement and six students were able to enroll. Of the six, five passed their entrance exam for LPN school.

The third project of Linda Hartung's has not been evaluated beyond of the standards established for job training. She has had 15 of her 28 students employed and working on workplace skills. The job training program has met its performance standards.

D. CONCLUSIONS AND RECOMMENDATIONS

While the effort to modify the adult education curricula was emphasized to all current instructors, the results were more of a manipulation of the curricula to set the material in a workplace context. The effort to change was led by those who participated in Educator in the Workplace. The ability to address workplace skills as part of basic education or GED instruction needs clients whose goal is employment. Classes located in conjunction with job training were most successful. The search for clients interested in enhancing their workplace skills found a limited audience except when associated with job training.

Educator in the Workplace is an excellent opportunity for instructors to gain awareness of workplace competencies and the needs of the business community. The ability of the participants to understand the value of workforce development and education joining efforts starts with this experience. Continued contacts with business can be used to augment classes. The grant was able to obtain the full complement of Educator in the Workplace because the positions were limited and school districts had a priority. Programs should contact their local School to Work coordinator and request slots in their Educator in the Workplace program. The stipend could be an issue, but a line item change to cover the cost as a staff development opportunity might suffice.

The efforts to translate these experiences into practical application are of a long term nature. The uneven success of workforce specific skills classes needs to be given more time and a variation in format. A constant drumbeat of the importance of workforce development skills in conjunction with instructors participation in Educator in the Workplace yields the beginnings of curricula change.

APPENDIX A

1997 Educator In The Workplace Project (Employer Evaluation)

To provide information for a more detailed evaluation process, please help us rate your recent experience with Educator In The Workplace. Thank you for your timely response.

How would you best describe... **Comments**

the attitude of the educator
(Δ excellent) Δ good Δ average Δ fair Δ poor _____

the interest of the educator in your company
(Δ excellent) Δ good Δ average Δ fair Δ poor _____

the preparation of the educator for the experience
(Δ excellent) Δ good Δ average Δ fair Δ poor _____

your company's preparation for the experience
Δ excellent (Δ good) Δ average Δ fair Δ poor _____

the overall experience
(Δ excellent) Δ good Δ average Δ fair Δ poor _____

Please tell us the type of experience you provided:
Δ shadowing Δ mentorship (Δ company tour) (Δ training course) Δ specific project

Has the experience helped you? (Δ a lot) Δ a fair amount Δ a little Δ not at all

Has the experience helped your company? (Δ a lot) Δ a fair amount Δ a little Δ not at all

Company Name: GIRTON MFG. CO Contact Person: DEAN GIRTON

Address: P.O. BOX 900, MELVILLE 17846

Please tell us about yourself....

Age: _18-29 _50-59 **Gender:** ✓Male **Race:** _African-American _Multi-racial
_30-39 _60+ _Female _Asian ✓Caucasian
_40-49 _Hispanic _Other

EDUCATOR IN THE WORKPLACE

1997 SUMMER INTERNSHIP PROGRAM

DAILY JOURNAL

EDUCATOR'S NAME: Linda Hartung

EMPLOYER CSIU

EDUCATOR DAILY JOURNAL

Date: 7/28/97

Aspect of Industry Observed: Human Relations/Company Background; Sales

Human Relations/Company Background

In this first session, president Dean Girton and office manager Anita Girton Stout explained some of the company's hiring procedures and presented an overview of Girton Manufacturing, their family's business since 1927. Girton Manufacturing originated in Millville 70 years ago when founder Paul Girton began developing sanitation equipment for use in the dairy industry. Within a decade, Girton became well known in the community for the equipment he sold to nearby dairy farmers and for the dependable jobs he offered local residents. During the war, Girton altered and expanded his production line to make parts for American Car and Foundary military tanks being made in Berwick; later his 150 employees returned to making industrial washers for the dairy industry. As conditions within the dairy industry changed, Girton Manufacturing began expanding its customer base to include food and pharmaceutical industries and laboratory research facilities. A devastating fire that leveled the plant in 1987, still very much in the minds of the Girton family and their employees, created hardship but did not stop production. Today, Girton's manufacturing plant covers 50,000 sq. ft. of production space, where half of Girton's 80 workers are employed, and 5,000 sq. ft. of office space, where sales, engineering, customer service, and office staff are housed. Unlike Girton's business of thirty years ago, the current company distributes its products throughout North America and overseas. Foreign customers account for 20% of sales, and many machine models are equipped with sophisticated computer monitoring and documentation capabilities. Only 10% of Girton's employees live within the immediate Millville area, and Girton management is aware that most local residents possess very little information about what Girton Manufacturing actually produces. In an effort to promote interest in local industry, Girton's will soon be hosting a week-long job-shadowing program for a group of Millville high school seniors.

I am grateful to Dean and Anita for spending the time to give me such a thorough overview of Girton Manufacturing. T. Jay's experience has increased my awareness of what it is like to spend the first day in a new work environment. It has also caused me to think about ways to help my SPOC students become more familiar with local businesses and to help them develop techniques for getting company background information before applying for a job.

Sales

My afternoon session was scheduled with Bruce Michael, Food Division sales manager. He explained how he works with outside sales representatives and distributors, as well as with in-house customer service and engineering departments to serve Girton Manufacturing customers. I was impressed with Bruce's excellent social skills: When answering the phone, he quickly recognized each caller and often answered the customer's "How are you?" with a cheerful, confident "Couldn't be better!" Bruce says it is critical to maintain good customer relations and to never "burn bridges." He must know how his product excels in comparison to his competitors' and how his company's products reflect constantly changing government regulations. He keeps a picture album of machines he has helped customize for such clients as Hershey, Kelloggs, Tropicanna, and General Mills. Of the product he sells, Bruce says, " I dream it, the engineers design it, and production builds it." Bruce says that most washers he sells require some customizing, and he attributes some of his success in sales to the construction knowledge he gained as a welder and assembler on Girton's production floor.

Significantly, many employees in Girton's upper management began as entry-level workers. It is important to stress to our SPOC students that many firms prefer hiring from within the company. We need to help students develop skills that will lead not only to employment, but also toward promotion.

EDUCATOR DAILY JOURNAL

Date: 7/29/97

Aspect of Industry Observed: Production; Engineering

Production

Bill Broadt, production manager, began this morning's session by taking me on a tour of the production floor and explaining some of the aspects of his job. Bill is responsible for hiring 48 production workers, as well as overseeing the 3 foremen, plant clerk, stock clerk, and shipping/receiving clerk who report to him directly. Bill recruits new employees through the Press-Enterprise and Berwick Job Center and says one of the difficulties in hiring is finding employees willing to work overtime and on weekends. Bill looks for applicants who learn new skills quickly, record information accurately, and adapt to change easilly. During slow-downs and busy times, employees must be willing and able to move from original jobs to ones where work is waiting. Bill says workers who are eager to advance should never respond to a new assignment with "That's not my job." Entry-level work is done by polishers, saw operators, shear operators, and some beginning machinists. Two female polishers are presently working at Girton's.

In January Bill hired 17 assemblers, polishers, and welders; of these, only ten still work for Girton's. Experienced welders, who average $11.20/hr. at Girton's, are often drawn to larger national companies for better pay. Bill is disappointed by the rate of turn-over in new hires and says he doesn't like to lose employees because their absence creates poor plant morale and increases hiring expenses. While showing me the stack of rejected January applications, Bill listed the main reasons applications tend to be dismissed: 1) the application is incomplete, inaccurate, sloppily written, or full of misspellings 2) the applicant indicates he has been fired, quit work, or appears to have unaccountable lapses in his work history 3) the applicant doesn't include any specific job skills, has inadequate schooling, or doesn't have a driver's license 4) the applicant takes too long to fill out the application, asks for a phone book, or has another person help him 5) the applicant appears poorly groomed or improperly attired.

Areas of the production floor where entry-level skills can be observed are of particular interest to me, since most of our SPOC clients need to be seeking entry-level jobs. I told Bill that I would like to take a closer look at the jobs he thought my students could apply for, and he said he would try to schedule this with Dean. I was impressed with the level of professionalism Bill expects from his workforce. He expects his workers to do more than be on time and do the work assigned to them. All production employees are expected to work overtime and to take on jobs other than their own as needed. All workers need to be able to record and transcribe codes when filling out their job tickets, and those who wish to move to better paying positions need to have excellent measurement skills.

Engineering

In the afternoon, I met with Ken Kull, engineering manager, who came to Girton's in 1980 with a mechanical engineering degree from Penn State. He now supervises 12 people with varying levels of drafting experience, formal training, and knowledge of computers. Ken recently hired three new draftsmen; all had 2 or 4-year degrees and computer facility. The engineering department switched to an AutoCad system last fall; however, several older draftsmen have not been required to use it. Each draftsman is trained to specialize in a particular machine model and may be responsible for up to 47 separate drawings per project. Ken's staff uses Word, Excel, and Access applications, and Ken says e-mail and fax capabilities have helped expedite the customer draft approval process. Once drawings are approved by the customer, Ken Kull works closely with Jim Eves in customer service and Bill Broadt in production to resolve whatever engineering issues arise while the washer is being constructed.

Although there are no jobs in the engineering department appropriate for our students, it is useful to see how each department works with and depends upon other departments for support and information.

EDUCATOR DAILY JOURNAL

Date: 7/30/97

Aspect of Industry Observed: Clerical; Purchasing; Accounting

Clerical

This morning I met again with Anita to find out what qualities she looks for when hiring front office staff. Anita says hiring and retaining office clerks can be frustrating because these entry-level employees often require extensive on-the-job training and rarely stay in the position for more than two years. Advertising in the Press-Enterprise usually draws 10-20 responses for clerk jobs, and those that qualify are given a typing test. Although applicants are required to have a high school diploma and computer experience, Anita is willing to train bright, careful typists to use the office computer system. Anita says she often suggests to unsuccessful applicants that they register for a VoTech computer class to improve future job prospects.

Anita is very concerned that Girton's receptionist be able to greet and assist people properly when they visit or call the company. Phone etiquette includes answering the phone in 3 rings, screening Dean's calls tactfully, developing a cheerful, yet professional phone presence, and adding a personal touch to the greeting of repeat callers. The receptionist needs to learn how each staff member wants his/her visitors received and presented: Should the visitor stay in the waiting room or be led to the employee's office? Is the visitor offered a cup of coffee, asked to sign the guest book, or asked to present a business card? In addition, Anita would like to see the receptionist accommodate individual staff members' workstyles and procedures and develop ways to expand the job or make it more efficient.

Clerks in the front office rarely type an original letter. Anita is working to standardize the types of letters that Girton sends out; however, occasionally the receptionist or sales clerk must compose one, and so it is important for them to be able to edit for grammar, mechanics, and structure. Computer letter templates ease the job, but the clerks must still adjust addresses, codes, prices, and other specifics correctly. The clerk/receptionist post offers $5.50/hr. to start, with life insurance, vacation pay, and a health plan added after six months' probation. Raises are based on merit; there are no automatic pay increases. Neither clerk job offers opportunity for advancement, and so often the people hired for these positions apply to larger companies once they get experience at Girton's.

Purchasing

Jim Hock is another Girton employee who worked on the production floor for a number of years before being offered his present purchasing agent post. Jim is therefore very familiar with the parts he orders. He uses the production scheduling report that is revised each week, along with periodic visits to the production floor, to time his purchases so parts arrive neither too early nor too late for production. Jim orders some parts for general inventory, but waits to order parts for particular machines until after the project is listed on the production schedule. Jim says that his world "lives on stock numbers." Jim stresses how important correct part numbers are when talking to vendors and tracking work throughout the plant at Girton's.

Accounting

Like Jim's job, Kevin's accounting position requires some experience but not necessarily a lot of formal schooling. Kevin's several college credits in accounting and his practical knowledge of computers were sufficient for getting him this accounting job with a small company. He is responsible for gathering the necessary information for payroll each Monday and for issuing end-of-month reports on total sales, cash disbursements, receipts, bookings, labor costs, and other expenses. Kevin emphasized how important the accuracy of other departments' reports are to his job.

EDUCATOR DAILY JOURNAL

Date: 7/31/97

Aspect of Industry Observed: Human Relations; Production; Customer Service

Human Relations

This morning I met with Chris Girton, Dean Girton's son, who works as a quality control advisor to the company. Chris began working for his father at age16 doing cost accounting and later returned to the company after finishing his law degree in 1982. Chris talked quite a bit about the Girton's fire in 1987, and explained how this event led him to believe that a company's most important asset is its employee staff. He says their business was reborn only because long-time employees used their knowledge and dedication to rebuild the firm without the machinery and documents that were lost. Since that time, he says he has developed a great respect for employees and their ability to get things done. He believes the best thing a manager can do is to give good employees room to do what they know how to do and to assist them in making the job as pleasant as possible.

Chris offered a number of suggestions for preparing students toenter the job market. Chris says job applicants need to know two things about themselves first: what they enjoy doing and what they are capable of doing. Then they must find out two things about the company to which they are applying: what the company produces and what the job being advertised entails. Resources for finding information about companies and their jobs include newspaper articles, friends, Dictionary of Occupational Titles, Standard Industrial Classifications, temporary services, and the Berwick Job Center. Chris suggests that applicants prepare a file folder to carry to the interview that contains a resume, references, research on the company and on the job, and notes of questions the applicant wants to ask the interviewer. He suggests that job seekers volunteer or get any job to start, since it is always better to be employed when applying for work. Candidates should remember to take along whatever information they need to fill out applications thoroughly, accurately, and efficiently. Employers tend to reject applicants who seem unprepared to complete a job application when that is the reason they have come.

Production

In the afternoon, Bill recommendst hat I visit each of the three floor foremen. Tim, the electrical foreman, says all people on his crew have training and experience and that he does not hire entry-level workers. Today the crew is wiring a PLC (programmable logical control) machine. Tim got his electrical training in the Navy and worked as a member of Girton's electrical crew before being appointed foreman. Tim says electrical workers are meticulous; mathematically inclined; capableof completing accurate documentation, and knowledgeable about hand tools, electrical schematics, electric code, wire sizes, and electrical theory.

Ralph Budman, line foreman, came to Girton's directly after high school and now supervises three production lines. Qualities he looks for in new workers include the ability to measure accurately, to read blueprints, to use a variety of hand tools, and to commit to overtime work when required. Ralph uses his best people to build pharmaceutical machines because these must be especially smooth, clean, and free from welding errors. Customers that order pharmaceutical machines almost always make factory acceptance visits before the sale is complete. Ralph's entry-level jobs involve polishing metal welds, and his most highly skilled work is done by the TIG welders.

Rodger is a supervisor in the shearing department. Before coming to Girton's, Rodger managed a Wendy's for two years and completed some non-degree computer training. Workers in this department are considered entry level, yet they must be highly accurate tape measure readers. This department houses all the sheet metal, tubes, pipes, flats, and angles of varying thicknesses and finishes that are used on the production floor. Because the sheet metal is very expensive, it is particularly important that shearers do not make metal selection or measuring errors.

EDUCATOR DAILY JOURNAL

Date: 8/04/97

Aspect of Industry Observed: Entry-Level Positions; Wrap-Up Session

Entry-Level Positions

At my request, Anita and Dean arranged to let me spend my final day observing the office and production floor jobs we thought most likely to suit the SPOC program clients I serve. I was able to interview, observe, and in some cases work alongside employees in eight different entry level jobs. All of these workers seemed pleased to be able to explain the work they do, and I was pleased to note that all eight jobs were ones I could imagine one or another of my current or former students holding and enjoying.

My morning appointments on the production side of the plant began in the production office with Barb, the production clerk. Barb is a recent TIP graduate with previous office experience. In general, Barb likes her job at Girton because of the varied duties and high level of responsibility she is given, as well as for the opportunity it gives her to interact with other people and move around the plant. She says she is glad she is not "chained to a computer terminal all day." On the other hand, Barb is concerned that in such a small company she may not be able to advance beyond her current post and hourly wage. After nine days' training and 3 months alone on the job, Barb is continuing to learn new procedures. Today, for instance, Barb completed her first bill of lading for an overseas shipment. One of Barb's daily duties is to enter all production floor job ticket information into the database that keeps track of payroll and job costing. Today Barb is also preparing an end-of-month report for Bill, the production manager, that tracks total labor, overhead, issues, bookings and cash disbursements for each project on the production floor for the month. Barb feels that TIP prepared her very well for this job.

Next, I visited Brenda, the stockroom clerk at Girton for the past 7 years, and Diane, the shipping and receiving clerk who is a fairly new hire. Both women allowed me to share some of their responsibilities while I was with them. Brenda asked me to use her computer database system to enter job numbers, purchase order numbers, and quantities of yesterday's incoming and outgoing stock. With Diane, I was able to help unpack boxes, check packing slips against purchase orders, assign lot numbers, and record information on all incoming packages. Diane said she was not very busy today because this was the first day of the UPS strike. Since Diane was able to finish her work early, she helped Barb do some filing, and then left in the company truck to pick up some supplies for Bill.

On the production floor, I learned how to hold and operate the polishing machine. Pat, who moved from the stockroom to the production floor to increase her wage, enjoys her job and has been working as a polisher for 5 years. She is a high school graduate, although another female polisher is not. She likes the work because it is not particularly strenuous and she can work at her own pace. In the shearing department, I assisted Rodger and Mahlon cut a piece of sheet metal. They need to be able to read a tape measure to the nearest 1/32 ". Shearers must wear gloves to protect them from the sharp steel edges. They also need to be strong enough to lift the steel and place it in the shearer. Still, Rodger said he would have no difficulty hiring a woman for this job.

After lunch I interviewed three clerks in the office. Dezeray, the receptionist/purchasing clerk and recent high school graduate, invited me to open the mail, answer phones, and tranfer calls. Trina, sales clerk at Girton's for five years, showed me how she uses letter templates on her word processor to complete letters for the sales managers. She also answers phones when Deseray is busy.
Mary, the engineering clerk who also has a teaching degree, seemed to be the most skilled and experienced of the three. She is responsible for typing letters, organizing customer visitations, compiling technical manuals, managing aspects of the approval drawing process, and maintaining the engineering department database. She enjoys her job, but occasionally feels overwhelmed.

EDUCATOR DAILY JOURNAL

Wrap-Up Session

Overall, I have been very pleased with the experience I have had at Girton's this week, and I shared my appreciation with Anita when we met to discuss what we had learned. Anita said she was eager to learn more about the training programs available in the area and thought that businesses needed to become more aware of what services adult education provides students and prospective employers. We were both surprised that she had never heard of the TIP program before, for instance, and she was glad to know that this program might provide a resource for her when she needs to hire clerks for the office.

For me, the experience provided an opportunity to view hiring from an employer's point of view and to see what types of jobs are available to entry-level workers. I was pleased to learn that over 10% of the jobs at Girton's are entry-level ones that anyone with basic skills and a willingness to work can be hired to do. Also, once hired, an entry-level worker can often be promoted to one of several other positions if he/she is motivated and willing to learn new tasks.

I will be thinking about ways I can use what I have learned to adjust the academic part of the SPOC program to meet the needs of students preparing for work. I told Anita that I would certainly be placing more emphasis on measurement skills and accurate record keeping in the future. When Anita mentioned that entry-level workers are sometimes poor team players and often give personality conflicts as a reason for leaving during exit interviews, I said I would plan to consider developing more group assignments to replace the individual instruction I usually give in my GED/SPOC classroom. Also, I am looking forward to using more workplace situations as a context for teaching basic academic skills. For instance, capitalization could be taught within the context of filling out a job application, and a longer writing assignment might be inspired by a research project on area companies or jobs that students are interested in. Obviously, the more information we educators can get about workplace-related skills, the more we will be able to share them with our students. I told Anita that I would highly recommend other adult education teachers to do a workplace internship and that I am eager to do a similar internship again.

APPENDIX A.3

EDUCATOR IN THE WORKPLACE

1997 SUMMER INTERNSHIP PROGRAM

DAILY JOURNAL

EDUCATOR'S NAME Elena Reyda

EMPLOYER Kawneer Co. Inc.

Pennsylvania School-to-Work Partnerships

1997 EDUCATOR IN THE WORKPLACE

Sponsored by Pennsylvania Department of Education

EMPLOYER VERIFICATION

School-to-Work Partnership: Elena Reyda

(Partnership Name & Address) CSIU

P.O. Box 213

Lewisburg, PA 17837

Business Contacts/Mentors are asked to complete the following information and return to the educator/intern or to the Partnership Contact. If that is not possible, please mail or fax to address below.

It is necessary for program audit purposes to verify each educator's internship.

Kawneer Co Inc.

Name of Business

Brian Fry

Name of Contact Or Mentor and Title

500 E. 12th Street

Business Address

Bloomsburg PA 17815

City/State/ Zip

717-784-8000

Business Phone (include area code)

Name of Educator (Intern) Helen Williams Elena Reyda

Dates of Internship: 8-4-97 to 8-8-97 Total Number of Days 5

Would your business participate in an educator placement again? X Yes ___ No

(Additional comments about the program would be welcome).

Signature Brian D. Fry

Thank you for your participation in the 1997 Educator In The Workplace Project.

EDUCATOR IN THE WORKPLACE - Pennsylvania Department of Education
Coordinated by: Leonard S. Koshinski
Mon Valley Education Consortium
336 Shaw Avenue, McKeesport, PA 15132
Tel: [412] 678-9215 Fax: [412] 678-1698 E-Mail: lkoshins@mvec.org Web Site: http://www.mvec.org

Columbia Montour Area Business and Education Partnership

Educator-Employer Pre-Internship Meeting

Meeting Date: 8-4-97

Location: Kawneer Bloomsburg, PA

Educator's Internship Goals: To gain an understanding of what academic and soft skills are needed to obtain employment at Kawneer. To access what changes in curriculum are necessary to prepare adult ed students for the workforce. To experience a manufacturing envirnoment.

Employer's Goals: Expose educators to entire process
Gain understanding of our ISO 9001 Certified business
Provide feedback about remedial training that our
workforce would benefit from.
Reading & Basic Math
Gain understanding of the computer knowledge that is required in
business today

Dates for Internship 8-4 - 8-8

Daily Schedule

Date	Aspect of Business/Industry To Be Explored
8-4-97	8:00 am HR 8:30 - Noon Extrusion 12:30-3:30 Anodizing
8-5-97	8:00 am - Noon Paint 12:30 Mtl. Flow
8-6-97	Fab
8-7-97	8-Noon Qlty System - 1-4 Financial
8-8-97	OPT

Educator's Signature Elena B Leyba

Employer's Signature _____

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Columbia Montour Area Business and Education Partnership

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Meeting Date: 8-4-97

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Educator's Signature _____

Employer's Signature _____

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Pennsylvania School-to-Work Partnerships

1997 EDUCATOR IN THE WORKPLACE

Sponsored by Pennsylvania Department of Education

EDUCATOR EVALUATION

School-to-Work Partnership: Kawneer Co. Inc.

(Partnership Name & Address) 500 E. 12th

Bloomsburg, PA 17815

Dear Educator,

Thank you for participating in this initiative that seeks to bring school-based and work-based learning closer together. Please complete the evaluation with the following considerations:

- √ Type or clearly print your responses
- √ Your answers should be concise
- √ Since your responses may be used in a formal report, please form your answers into complete sentences. The final report will go to print with what you submit
- √ If more space is needed, please attach a separate sheet
- √ Please mail or fax to the local STW partnership coordinator

Your check will be mailed upon receipt of both this evaluation and your employer verification form. You will be notified by mail of the regional meeting scheduled for your area.

Elena Reyda
(Name)

Central Susquehanna Intermediate Unit
(School)

(School District)

What is your background?

What subject(s) do you teach? How long have you been teaching? What are your responsibilities in the school? (i.e. teacher, counselor, dept. head, etc.) Have you had any other workplace experience? (Please explain) I have been in the adult education field for about 20 years. First as a part-tme instructor in WI and PA and now as a counselor. My role now involves curriculum and testing and some supervisory responsibility for part-time instructors. For the past 5 yrs the department has been involved with different aspects of workforce literacy. We have conducted TABE testing and have established classes at some industry sites both for GED and basic math skills.

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EDUCATOR IN THE WORKPLACE

1997 SUMMER INTERNSHIP PROGRAM

DAILY JOURNAL

EDUCATOR'S NAME: Elena Reyda

EMPLOYER Kawneer Co. Inc.

EDUCATOR DAILY JOURNAL

Date: August 4, 1997

Aspect of Industry Observed Extrusion and Anodizing

Reflections of Skills/Knowledge and Their Application for Curriculum Development/Relevance:

We spent the morning waiting for the extrusion machine to operate. Apparently there had been a breakdown earlier. The wait was worth it for later we saw how aluminum "logs" are formed into structural pillars. In spite of the theory that computers should be kept at a certain temperature and as clean as possible, the computer being used was in a very hot and greasy area. The computer is used to do the paperwork for this process. The men operating the equipment were very instructive and informative. In this area we saw them use a small square and a micrometer to measure the thickness of their product. Jobs in extrusion are very physical and demand some strength.

After the extrusion tour, we moved on to anodizing. Not all the material is anodized; some is sent to the paint department. Anodizing requires some basic math--especially multipication. Calculators are available for the employees to use. Certain formulas are used depending on what is to be anodized--length, number of pieces,etc. In this area the guide told us that each department has a "playbook" that describes the job to be done and it's imperative that a new hire be able to read and comprehend what he/she reads. The new hires receive on-th-job training until he and the person training him/her feel comfortable with his/her doing the job.

EDUCATOR DAILY JOURNAL

Date: August 5, 1997

Aspect of Industry Observed Paint and Material Flow

Reflections of Skills/Knowledge and Their Application for Curriculum Development/Relevance:

Painting requires mostly physical work and not much in the way of comptuation or reading. Basically when wet paint is applied the employee in charge must set the machine to deliver the right amount of paint. The painting is done by manual spraying. We discovered that powder paint is sometimes used and is preferable to wet paint. Powder paint is as durable as wet paint and envirnomentally safe because there is no waste product. It is also easier to use since there is no mess to clean or fumes to be inhaled.

The individual who mixes and matches color according to the customer's request uses a computer program to help him to achieve his goal. He is responsible for getting the right color for the each order.

In material flow the product that is sold without being fabricated is packed and shipped. Some spatial ability is necessary in order to package the material in the correct containers. In the shipping area there were computers furnished by FedEx and UPS in order to simplify and keep track of their shipping.

EDUCATOR DAILY JOURNAL

Date: August 6, 1997

Aspect of Industry Observed Fabrication

Reflections of Skills/Knowledge and Their Application for Curriculum Development/Relevance:

Fabrication involves the making of windows and doors according to the customer's request. There's a standard door/window, a custom door/window, and a custom/custom door/window. Employees in this area are highly skilled and have many times worked in all the areas of fabrication. They used tape measures to check the accuracy of the machine that they used for cutting. If it was inaccurate they could adjust it manually or recalibrate it. The employees had written instructions for calibrating the machine and also for the different processes in fabrication . Through much experience the present employees are able to see when something is not right , but a person newly hired would have to have good reading and measuring skills and lots of on-th-job training.

This was our third day in the shop and I must say that I felt tired. I attribute it to the fact that I'm not used to standing all day.

EDUCATOR DAILY JOURNAL

Date: August 7, 1997

Aspect of Industry Observed Quality Systems and Financial

Reflections of Skills/Knowledge and Their Application for Curriculum Development/Relevance:

ISO9000 are the quality standards to be met by the industry in order to compete in the world market. The discussion this morning centered on this concept. Computers are used to keep track of procedures and changing of procedures in order to maintain ISO9000 standards. These are quality checks that are the responsibility of each department and the company as a whole. Departments are audited internally every six months and externally approximately every two years. If a procedure has been changed, it must also be changed in their procedures manual in the computer. One individual is assigned to making certain that the changes are noted and entered.

The E.D. Edwards computer system is mentioned throughout the shop and in the offices. This system is being implemented throughtout the company. It is evident that employees must learn to use the system in order to keep up with their jobs. The thought and idea most expressed is that employees must be able to change and be flexible.

Flexibility is one of the keys to staying employed.

EDUCATOR DAILY JOURNAL

Date: August 8, 1997

Aspect of Industry Observed Operations Processing Team

Reflections of Skills/Knowledge and Their Application for Curriculum Development/Relevance:

These teams consist of approximately six people. Each person on the team is not able to necessarily do the job of the other, but is familiar enough with that person's job to be able to answer a customer's question should the person assigned to that customer be absent for whatever reason. This is the area where everything that will eventually be done in the shop begins. Computers are used by everyone on the teams. The estimator's position requires quite a bit of basic math, but much is done for him through the use of the computer's program. The "take-off" position requires the reading of blueprints and also exact instructions from this person to the shop as to what is to be manufactured in order to meet the customer's orders.

The bottom line is that today's workers need basic math skills, good reading and comprehension skills, computer skills, and flexibility. Everyone must be a team player with the same goal in mind.

EDUCATOR IN THE WORKPLACE

1997 SUMMER INTERNSHIP PROGRAM

DAILY JOURNAL

EDUCATOR'S NAME: Helen Williams

EMPLOYER Kawneer Co. Inc.

EDUCATOR DAILY JOURNAL

Date: August 4, 1997

Aspect of Industry Observed Human Resources/Extrusion/Anodizing

Reflections of Skills/Knowledge and Their Application for Curriculum Development/Relevance:

Best laid plans of mice and men oft-times go astray. Our visitation was to begin in the press area. And it did, but much later than expected as a small hole in a large machine caused a delay. After repairing the machine the workers presented a very positive example of teamwork with each member having his own responsibilities. It was quite amazing to see how effectively and effortlessly each man moved.

This area proved to be hot, loud, and a bit smelly as the bars of aluminum were heated in excess of 1000 degrees. Caution signs were everywhere reminding workers and visitors alike to be careful not to touch. The men in this area expressed a love of their job and exhibited much pride in their work.

Their skills were learned for the most part on the job. The press area required basic blueprint reading and a working knowledge of fractions and decimals.

Our second stop was in the anodizing area. Surprisingly one woman was working there. I cannot imagine how it must be to lift aluminum bars of varying lengths and weights all day long. The anodizing process which takes about two hours prepares the aluminum for finishing. It is washed, dipped in sulfuric acid mixed with water, washed, rinsed,and rinsed again. When that procedure is completed, it is allowed to dry for 24 hours.

What would an employee need to know to work at Kawneer? One would need to be able to READ, COMPREHEND, and RETAIN. New employees are exposed to their job by a trainer and a "playbook". The playbook explains in detail the employee's job, expectations of the company, personal protective equipment required, quality control guide and much more. The trainer mentors the trainee until such time as the trainee expresses the desire to work alone. At that time the trainee goes before a competency panel for show and tell.

Although a reasonable reading level is essential, calculators are now used in those areas requiring math.

The importance of "teamwork" supercedes "I" and is a must for young and old to put into practice.

EDUCATOR DAILY JOURNAL

Date: August 5, 1997

Aspect of Industry Observed Paint/ Material Flow

Reflections of Skills/Knowledge and Their Application for Curriculum Development/Relevance:

We spent the morning in the paint department and learned how virgin aluminum is pretreated to remove excess chrome and prepare it for painting. The paint can be liquid or powder. Several advantages of using powder paint are that there are no hazardous materials in the powder, no fumes, and the cost of the powder is cheaper which substantially lowers the price of the finshed product. The test of a good paint results in 10% color loss and 20% gloss loss over a five-year period.

The paint department actually demands very few workers. One worker acts as a facilitator directing fellow employees to carry out their jobs once he has set the shift up. The facilitator needs to have good people skills. Kawneer one day hopes to have employees operating their own company without benefit of the middle men. A strong work ethic where each person knows his responsibility and is accountable for it is in place. It would seem employees working for themselves is very possible.

Computers, computers, computers. I didn't expect to find one in the paint department, but was surprised to find a gentleman in the mix and match kitchen utilizing a computer to mix and match paint.

Since exact color is often very important--the computer proves to be an excellent partner in unraveling the mystery.

It would seem every department utilizes computers. Purchasing from outside vendors is tracked as well as goods received and shipped. Inventory is also conducted by computer.

The computers have presented several of the same problems for this compay that countless others have had. For example, training the workforce. As I mentioned most workers have worked here many years. Change often produces fear and the older employees aren't quite comfortable. Introductory training on computers has been provided by the company; however, technology is changing quickly and some employess are not moving with it. Some employees do not get exposure to the computers regularly as they fill in only for vacationing and sick co-workers. The company itself is still working out bugs and presently is using two programs.

From the employee's view, Kawneer is a good place to work.

EDUCATOR DAILY JOURNAL

Date: August 6, 1997

Aspect of Industry Observed Fabrication

Reflections of Skills/Knowledge and Their Application for Curriculum Development/Relevance:

Fabrication is an extremely busy place. The key word in this department is flexibility and employees are crossed trained in several areas in order to fill in wherever they are needed. Good reading skills are a must including an understanding of basic blueprints. Basic math skills--particularly, measurement --are utilized.

This department fosters teamwork as its members often help each other. Minute details are gathered on the job as experience is gained. Experience is respected.

A concern of the company is that problems are corrected before the product leaves the plant. This gives the employees an opportunity to problem solve and possibly eliminate future problems.

People also like to work here.

EDUCATOR DAILY JOURNAL

Date: August 7, 1997

Aspect of Industry Observed Quality Systems/Financial

Reflections of Skills/Knowledge and Their Application for Curriculum Development/Relevance:

ISO 9000 certified is a term we have heard over and over. It is a quality standard by which products are measured and accepted worldwide. Kawneer has taken the lead in becoming ISO certified in the short span of 10 months. The process usually takes 18-24 months, so Kawneer has reason to be proud.

The morning of day four found us in Quality Control. Basic math skills, particularly measuring and reading, were components to success in this area. Employees are responsible for providing initial quality checks by sight. Measuring tools include weights, scales, and tapes. Team leaders provide the second quality check; the third is randomly done by the department supervisor.

Tools are calibrated annually by Honeywell Corp to ensure precision. If an employee is in doubt about his tool, replacements are available upon request (for example, a tape measure). Some equipment can be calibrated by the employee.

Single source suppliers help to ensure quality and service.

Computers store Kawneer's data. A paperless system allows departments with the the company to gather and share information, record formulas, track supplies--received or shipped--and control inventory. On-site training is provided for employees. Employees have mixed feelings about the computer, but most see the need.

The career of purchasing agent is often overlooked. If you like dealing with people, getting the best buy for the best price, and working with numbers this may be the job for you.

The ideas of teamwork and personal responsibility continue to repeat themselves.

EDUCATOR DAILY JOURNAL

Date: August 8, 1997

Aspect of Industry Observed Operations

Reflections of Skills/Knowledge and Their Application for Curriculum Development/Relevance:

What an interesting and educational week! I've enjoyed the experience and appreciated having the opportunity to participate in the program.

Education and business have similar concerns. The partnership of the two bodies should result in a better understanding of what the other needs.

Several words popped up again and again this week: flexibility, accountability, teamwork, work ethic, responsiblility, and cross training. In the educational setting students are encouraged to do their best with little thought to anyone else. That is not the case in business where the idea of teamwork is important. It will take readjusting of everyone's thinking to get our thinking synchronized.

Flexibility and basic education skills, particularly math and reading, are needed as the inflexible, undereducated individual doesn't have a chance. Change is occurring faster than we can keep up with it. Companies continue to downsize--using machines to cut down the time it takes to do everything.

Because cross training is utilized in the Operations Process Team section, an employee can be away from his desk an hour, a day, or a week and another worker can easily assume his duties. Education could put this same concept in motion making the student well rounded and thus cognizant of the role he plays in the larger scheme of what has come before and what comes after.

Pennsylvania School-to-Work Partnerships

1997 EDUCATOR IN THE WORKPLACE

Sponsored by Pennsylvania Department of Education

EMPLOYER VERIFICATION

School-to-Work Partnership: Helen Williams

(Partnership Name & Address) Central Susquehanna Intermediate Unit
P.O. Box 213
Lewisburg, PA 17837

Business Contacts/Mentors are asked to complete the following information and return to the educator/intern or to the Partnership Contact. If that is not possible, please mail or fax to address below.

It is necessary for program audit purposes to verify each educator's internship.

Kawneer Co Inc.
Name of Business

Brian Fry
Name of Contact Or Mentor and Title

500 E. 12th Street
Business Address

Bloomsburg PA 17815
City/State/ Zip

717-784-8000
Business Phone (include area code)

Name of Educator (Intern) Helen Williams Elena Reyda

Dates of Internship: 8-4-97 to 8-8-97 Total Number of Days 5

Would your business participate in an educator placement again? X Yes ___ No
(Additional comments about the program would be welcome).

Signature Brian D. Fry

Thank you for your participation in the 1997 Educator In The Workplace Project.

EDUCATOR IN THE WORKPLACE - Pennsylvania Department of Education
Coordinated by: Leonard S. Koshinski
Mon Valley Education Consortium
336 Shaw Avenue, McKeesport, PA 15132
Tel: [412] 678-9215 Fax: [412] 678-1698 E-Mail: lkoshins@mvec.org Web Site: http://www.mvec.org

Columbia Montour Area Business and Education Partnership

Educator-Employer Pre-Internship Meeting

Meeting Date: 8-4-97

Location: Kawneer Bloomsburg, PA

Educator's Internship Goals: Better understanding of what ISO 9000 certified means. Better understanding of skills needed for jobs at Kawneer. Better understanding of how adult ed curriculum could be adated to work place needs.

Employer's Goals: Expose educators to entire process
Gain understanding of our ISO 9001 Certified business
Provide feedback about remedial training that our
workers would benefit from.
Reading & Basic Math
Gain understanding of the computer knowledge that is required in
business today

Dates for Internship 8-4 - 8-8

Daily Schedule

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8-6-97	Fab
8-7-97	8 - Noon Qlty System - 1-4 Financial
8-8-97	OPT

Educator's Signature Helen S. Williams

Employer's Signature _____

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Pennsylvania School-to-Work Partnerships

1997 EDUCATOR IN THE WORKPLACE

Sponsored by Pennsylvania Department of Education

EDUCATOR EVALUATION

School-to-Work Partnership: Kawneer Co. Inc.

(Partnership Name & Address) 500 E. 12th St.

Bloomsburg, PA 17815

Dear Educator,

Thank you for participating in this initiative that seeks to bring school-based and work-based learning closer together. Please complete the evaluation with the following considerations:

- √ Type or clearly print your responses
- √ Your answers should be concise
- √ Since your responses may be used in a formal report, please form your answers into complete sentences. The final report will go to print with what you submit
- √ If more space is needed, please attach a separate sheet
- √ Please mail or fax to the local STW partnership coordinator

Your check will be mailed upon receipt of both this evaluation and your employer verification form. You will be notified by mail of the regional meeting scheduled for your area.

Helen Williams
(Name)

Central Susquehanna Intermediate Unit
(School)

(School District)

What is your background?

What subject(s) do you teach? How long have you been teaching? What are your responsibilities in the school? (i.e. teacher, counselor, dept. head, etc.) Have you had any other workplace experience? (Please explain) My 25 year background in education includes both ends of the spectrum--12½ years in the area of adult ed. As an adult ed instructor I taught writing skills, social studies, science, literature and arts, and math. Remediation in those areas was also provided for the slow learner as well as the student who was attempting to enroll in a training program or a post secondary institution. My present position-counselor-affords me the opportunity to screen, interview and counsel those clients 17 and over who wish to gain their GED or go onto further their education.

I have attended workplace workshops and worked with industry to provide testing and classes for employees.

BEST COPY AVAILABLE

Helen Williams
(Name)

What was your worksite experience ?

_X_ Shadowing ____ Mentorship ____ Company Tour ____ Training Course ____ Specific Project

Name/nature of the business where you interned. What did you do? See? Learn?

Kawneer Co. Inc. manufactures doors, door and window frames. The 5-day stay as Kawneer proved to be an interesting and exciting one. The extent to which computers were used as most impressive. In addition basic math skills,particularly measurement, were reinforced. The ideas of teamwork and flexibility were repeated again and again as well as reponsibility and accountability.

I was also impressed with the longevity of the employees and the pride they took in their work.

How did this experience help you to better understand School-to-Work as a system for all students? What was the immediate value and what do you think might be the long-term advantages?

What is your level of satisfaction with this experience? Did the experience meet your expectations? To what extent might this experience change your classroom approach? Your approach to curriculum? How will you present what you have learned to your peers? School administrators? School board and community members? Parents? Which single aspect of the internship proved most beneficial to you? Are there aspects of the internship you would like to change if you were to repeat the experience?

Kawneer provides new employees with a play book to provide written instruction as well as a trainer to provide "hands-on" instruction. This double investment of time and money gives new employees a sense of value and the trainer a sense of pride as he becomes responsible for someone else.

Most jobs at Kawneer can be learned with on the job training. Teamwork plays an important role with one employee helping another. Good reading skills, basic math skills, and good computer skills are a must.

How do I practically use this experience?

How will your teaching strategies change or be reinforced? Will you plan meetings with your School District STW team or curriculum specialists to exchange information you have acquired? Did you make a lesson plan during your placement for use in your class? Would you send us a copy?

Our curriculum choices need to reflect the practical application of basic skills in the workplace. Computers for each classroom are a must as well as a competent teacher for instruction. The ideal dolution would be a learning center staffed from 7 or 8am until 8 or 9pm six days a week. Classes would be run in 10-12 week cycles--childcare might also be provided.

Please rate your experience. (7) 6 5 4 3 2 1

excellent poor

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APPENDIX B

APPENDIX B

CORD COMMUNICATIONS

To: CORD Communications Customers
From: Piers Bateman, President
Date: May 30, 1996
Subject: CORD Communications Expands Field Service Through Collaborative Venture.

I am pleased to announce the recent formation of a collaborative partnership between CORD Communications and South-Western Educational Publishing, a division of International-Thomson Publishing (ITP). This is an important alliance that will offer educators quality contextual education materials as well as comprehensive customer support.

Effective June 1, 1996, South-Western/ITP assumes distribution of CORD's applied academics curricula—*CORD Applied Mathematics, Applications in Biology/Chemistry*, and *Principles of Technology*. At the same time, South-Western/ITP also assumes the marketing, sales, and customer service efforts for these products.

South-Western/ITP's corporate resources will permit the applied academics curricula to reach a broader and more diverse student population. Through their network of field sales representatives, South-Western/ITP will also be positioned to provide local implementation assistance to teachers across the United States.

After June 1, all orders for applied academics materials should be directed to South-Western/ITP. For your convenience, important applied academics phone numbers for South-Western/ITP are listed below.

Both CORD Communications and South-Western/ITP are committed to making this transition as seamless as possible and pledge to provide continuous quality service in the areas of order fulfillment and customer support. All existing state consortium agreements as well as existing price lists will be recognized and honored by South-Western/ITP.

In the months ahead, the Center for Occupational Research and Development (CORD) and CORD Communications will continue to provide technical assistance and applied academics training for implementers and teachers of CORD's curriculum materials, expanding their support of the field through new professional development workshops, resource materials, and networking activities. Additionally, CORD and CORD Communications will continue to pursue their mission to achieve excellence in contextual education and to contribute to the progress of educational reform through innovative educational ideas and programs.

Should you have questions about this new partnership, please feel free to call CORD Communications' Customer Relations staff at 800-231-3015. We look forward to working with you in the future.

ITP SOUTH WESTERN EDUCATIONAL PUBLISHING

International Thomson Publishing

Customer Support
(Product Information and Sample Requests)
Phone: 800-824-5179 • Fax: 800-453-7883
Order Fulfillment
7625 Empire Drive • Florence, KY 41042-2919
Phone: 800-354-9706 • Fax: 800-487-8488
Information Requests or Orders via Internet:
customer_support@swpco.com

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CENTER FOR OCCUPATIONAL RESEARCH AND DEVELOPMENT

NEWS RELEASE

FOR IMMEDIATE RELEASE
August 20, 1996

NCAA APPROVES CORD APPLIED ACADEMICS COURSES FOR CORE-COURSE CREDIT ELIGIBILITY REQUIREMENTS

Waco, Texas--The Academic Requirements Committee of the National Collegiate Athletic Association (NCAA) has approved applied academics courses developed by the Center for Occupational Research and Development (CORD) as meeting the initial-eligibility requirements for student-athletes. The NCAA ruling is effective starting in the 1996-97 academic year.

CORD is a Waco-based, not-for-profit organization dedicated to excellence in education and training through new and integrated curriculum materials and processes, with a particular focus on applied academics.

Applied academics courses involve hands-on, laboratory-intensive learning. They are based upon contextual learning and teaching processes, whereby students apply concepts and principles to real-world experiences.

CORD's applied academics courses are used by secondary and postsecondary schools across the country, and frequently are the foundation of Tech Prep and School-to-Work programs.

A recognized leader and innovator within the secondary and postsecondary applied academics and contextual learning arenas, CORD has led a national effort to have the NCAA recognize applied academics courses as meeting the association's initial-eligibility requirements.

"We are pleased and proud the NCAA has approved applied academics courses developed by CORD," said CORD President and Chief Executive Officer Dan Hull. "Through its ruling, the NCAA not only specifically has approved CORD applied academics courses, but, in general, has recognized the importance of applied academics and contextual learning in today's secondary and postsecondary environment."

The NCAA's core-course requirements specify that student-athletes, to be eligible to play collegiately as freshmen, must have taken and passed in high school 13 core courses within a particular mix of English, math, science and social science courses, with a few optional courses in areas such as foreign language and philosophy.

Through its recent ruling, the NCAA has granted core-course approval to all three of CORD's applied academics courses: *Applications in Biology/Chemistry*, *Principles of Technology*, and *CORD*

(More)

Street Address: 601C Lake Air Drive · Waco,Texas 76710 · Telephone (817) 772-8756
Mailing Address: P.O. Box 21689 · Waco,Texas 76702-1689 · Fax (817) 772-8972

A Nonprofit Public Service Corporation

Add 1
NCAA/CORD

Applied Mathematics.

The NCAA's Academic Requirements Committee divided CORD's 12 units of *Applications in Biology/Chemistry* into three levels. Level I consists of six units, entitled, Air and Other Gases, Animal Life Processes, Plant Growth and Reproduction, Microorganism, Synthetic Materials, and Water. Level II consists of three units, entitled, Continuity of Life, Waste and Waste Management, and Nutrition. Level III consists of another three units, entitled, Community of Life, Disease and Wellness, and Natural Resources.

The NCAA has approved student-athletes earning up to two credits in the core-course area of natural/physical science for completing *Applications in Biology/Chemistry* units during two different course offerings. Each course offering is worth one core-course credit and must consist of at least five units, including three of the six units in Level I and two of the six units (any combination) in Levels II and III. Additionally, there can be no duplication of units between the two course offerings. The two credits earned through *Applications in Biology/Chemistry* fulfill the initial-eligibility requirements in the natural/physical science category.

For *Principles of Technology*, the NCAA has granted one credit in the core-course area of natural/physical science for completion of the course's first seven units. An additional one-half core-course credit has been granted for completing the remaining units (eight through 14) of the course.

One unit of Level I Math credit has been approved by the NCAA for *CORD Applied Mathematics*, upon a student's completion of year two of the three-year sequence, or CORD's stand-alone algebra course. Additionally, the Academic Requirements Committee will further review *CORD Applied Mathematics* materials for consideration of granting one unit of credit for geometry.

Thus, through CORD's applied academics courses, student-athletes can earn four and one-half of the NCAA's 13 core-course credits required for initial-eligibility.

CORD now is working with the NCAA's compliance office and Initial-Eligibility Clearinghouse to establish procedures for properly listing and identifying CORD courses on Form 48-H, which is submitted to the NCAA by high schools and used by the NCAA Initial-Eligibility Clearinghouse in confirming core courses. When this work is completed, CORD and the NCAA will communicate the results.

###

For additional information, contact: Judy McCarley, CORD, 817-772-8756, extension 245.

Applied Mathematics Product Information Sheet

New! Applied Math Study Guides Retail price $75.00

- Guides students through "Learning the Skills" in student text material
- Developed by teachers who are teaching AM
- Identifies key areas of study
- Provides teacher an indicator of student's level of comprehension
- Covers Units A-15
- Product packaged as blackline (duplicating) masters in 3-ring binder
- **Additional Benefits:**
  Perfect for students with low reading ability-points out key concepts for comprehension
  Assists students in preparing for the labs
  Assists students who have just moved in or have missed several classes
  Good for any math student-not just AM

New! Supplementary Worksheets Retail price ~~$75.00~~ 60.00/notebook

- Worksheets that accompany the video segments
- Written by Jerald Duncan of Enrichment Plus, Woodstock, GA-secondary emphasis
- Lab activity data sheets
- Supplementary lab activites
- Graphing worksheets
- Product packaged as blackline (duplicating) masters in 3-ring binder
- Three notebooks, sold separately; Units A-12 (Book 1), 13-27 (Book 2) + 28-37 (Book 3)

New! Implementation Resource Guide, **Second Ed**. Retail price $45.00

- Good reference tool for first-year AM teachers following their teacher training or as a "stop gap" until training can take place
- Implementation tips and plans
- Background info about course's development
- Mini-handbooks on learning styles and cooperative learning
- Alternative assessment ideas (testing)
- New equipment matrix
- Available now

Multiple Choice Questions, Units A-15, $29.00; Units 16-27, $23.00

- Designed for pre-test and post-tests
- Daily quizzes
- No additional questions are planned for units 28-37

Skill Drill Practice Problems; Retail: Units A-15, $29.00; Units 16-33, $29.00

- Purpose: Aids students in applying the math skills learned in that unit
- Additional practive problems to aid the students problem solving ability
- 30 questions for each unit- answers included so students can check their work

CORD Applied Mathematics™
A CONTEXTUAL APPROACH TO INTEGRATED MATHEMATICS

Course Philosophy And Rationale

CORD Applied Mathematics is an integrated set of classroom-tested competency-based materials. The course addresses the needs of contextual learners and is designed to unlock the learning potential of students who learn abstract concepts through concrete experiences.

CORD Applied Mathematics is a rigorous course that integrates hands-on laboratory activities, cooperative learning opportunities, and video programs with text materials that teach important math concepts by emphasizing problem-solving and decision-making through workplace applications.

CORD Applied Mathematics' 40 individually bound units offer implementation flexibility for instructors. The materials are designed to be taught as a three-year course in integrated algebra and geometry. However, year-long courses in applied algebra or applied geometry could also be offered by selecting the appropriate units.

The activities provide opportunities for students to investigate, construct, and apply algebra and geometry principles through contextual, hands-on learning.

The product of a nationwide collaboration, *CORD Applied Mathematics* has been field-tested and funded by over 45 education agencies which have empowered leading mathematics educators to participate in the course's development.

To learn more about
CORD Applied Mathematics
or to request a sample text,
call 800/231-3015.

CORD Communications P. O. Box 21206 Waco, Texas 76702-1206 Fax 817-776-3906

Applied Mathematics™
A CONTEXTUAL APPROACH TO INTEGRATED MATHEMATICS

COURSE OPTIONS

A THREE-YEAR INTEGRATED COURSE IN ALGEBRA AND GEOMETRY (40 UNITS)

Year 1 (15 Units)

A. Getting to Know Your Calculator
B. Naming Numbers in Different Ways
C. Finding Answers with Your Calculator
1. Learning Problem-solving Techniques
2. Estimating Answers
3. Measuring in English and Metric Units
4. Using Graphs, Charts, and Tables
5. Dealing with Data
6. Working with Lines and Angles
7. Working with Shapes in Two Dimensions
8. Working with Shapes in Three Dimensions
9. Using Ratios and Proportions
10. Working with Scale Drawings
11. Using Signed Numbers and Vectors
12. Using Scientific Notation

Year 2 (13 Units)

13. Precision, Accuracy, and Tolerance
14. Solving Problems with Powers and Roots
15. Using Formulas to Solve Problems
16. Solving Problems That Involve Linear Equations
17. Graphing Data
18. Solving Problems That Involve Nonlinear Equations
19. Working with Statistics
20. Working with Probabilities
23. Factoring
24. Patterns and Functions
25. Quadratics
26. Systems of Equations
27. Inequalities

Year 3 (12 Units)

21. Using Right-triangle Relationships
22. Using Trigonometric Functions
28. Geometry in the Workplace 1
29. Geometry in the Workplace 2
30. Solving Problems with Computer Spreadsheets
31. Solving Problems with Computer Graphics
32. Quality Assurance and Process Control 1
33. Quality Assurance and Process Control 2
34. Spatial Visualization (new unit)
35. Coordinate Geometry (new unit)
36. Logic (new unit)
37. Transformations (new unit)

IDENTIFYING UNITS OF *CORD APPLIED MATHEMATICS* FOR STAND-ALONE COURSES

An Algebra 1 Course (18 units)

1. Learning Problem-solving Techniques
2. Estimating Answers
3. Measuring in English and Metric Units
9. Using Ratios and Proportions
11. Using Signed Numbers and Vectors
12. Using Scientific Notation
14. Solving Problems with Powers and Roots
15. Using Formulas to Solve Problems
16. Solving Problems That Involve Linear Equations
17. Graphing Data
18. Solving Problems That Involve Nonlinear Equations
19. Working with Statistics
20. Working with Probabilities
23. Factoring
24. Patterns and Functions
25. Quadratics
26. Systems of Equations
27. Inequalities
32. Quality Assurance and Process Control 1
33. Quality Assurance and Process Control 2

A Geometry Course (18 Units)

1. Learning Problem-solving Techniques
2. Estimating Answers
3. Measuring in English and Metric Units
6. Working with Lines and Angles
7. Working with Shapes in Two Dimensions
8. Working with Shapes in Three Dimensions
9. Using Ratios and Proportions
10. Working with Scale Drawings
11. Using Signed Numbers and Vectors
21. Using Right-triangle Relationships
22. Using Trigonometric Functions
28. Geometry in the Workplace 1
29. Geometry in the Workplace 2
31. Solving Problems with Computer Graphics
34. Spatial Visualization (new unit)
35. Coordinate Geometry (new unit)
36. Logic (new unit)
37. Transformations (new unit)

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APPENDIX C

CALCULATOR MATH

WEEK 1

Work-Related Foundation Skills-Trade/Technical Form
Video-Getting to Know Your Calculator
Getting to Understand Your Calculator Handouts (page 5)
Let's Read Directions
General Math
Student Text (pages 1-9)
Quiz on doing simple calculator problems

WEEK 2

Fractions Pre-Test
Student Text (pages 9-13)
Fraction Math Sheets (pages 6-10)
Using Calculator
Student Text (pages 14-17)
Fractions (pages 11-17)
Student Text (pages 17-20)
Fractions (pages 18-27) (up to multiply)
Review Glossary (Teacher's Guide, page 39)

WEEK 3

Fractions (pages 28-42) (multiply and division)
Fraction Word Problems
Decimal Pre-Test
Student Text (pages 20-25)
Decimals (pages 53-58)

WEEK 4

Decimals (pages 59-69)
Teacher's Guide (pages 17-35) (Lab Activities)

WEEK 5

Review Glossary
Student Text (pages 26-40)
Teacher's Guide (pages 35-41) (Skill Drills)
Decimal Word Problems

WEEK 6

Teacher's Text (pages 45-48) (End of Unit Test)
Fraction/Decimal Post-Test
TABE 8

BOOKS AND MATERIALS

Number Power 2, Contemporary
Cambridge Exercise Book for Mathematics Test, Cambridge
Getting to Know Your Calculator, CORD

APPENDIX D

LPN Prep Class Curriculum

WEEK 1

TABE 7A
Fractions Pre-Test
Vocabulary A Lessons 1-4
Human Biology Lessons 1-4
Math Fraction Packet

WEEK 2

Vocabulary A 5-12
Human Biology 5-12
Fraction Packet
Learning Styles Inventory
Roman Numerals
Fractions Word Problems Packet
Roman Numeral Test
General Mental Ability Test
Fractions Post-Test

WEEK 3

Vocabulary A Lessons 13-20
Human Biology Lessons 13-20
Decimals Pre-Test
Human Biology Packet Lesson 1-5
Decimals packet
Spelling Test
Decimal Word Problem Packet

WEEK 4

Vocabulary A Lessons 21-26
Human Biology Lessons 21-26
Human Biology Packet Lessons 6-7
Decimal Post Test
Percent Pre-Test

WEEK 5

Vocabulary A Lessons 27-36
Human Biology Lessons 27-22
Percent Packet

WEEK 6

Vocabulary Lessons 37-40
Chemistry Book Lessons 1-3 & 7-9
Natural Science Test
Percent Post Test
Ratio/Proportions
Analogies
Algebra

WEEK 7

Chemistry Lessons 10-18
Nursing Test
Vocabulary List
Analogies
Ratio/Proportions
Algebra
Chemistry 19-25
Vocabulary Test
Ratio/Proportions
Algebra
Occupational Wordage List

WEEK 8

Occupational Wordage Test
Algebra
Medical Terminology
Nursing Exam Practice Test
Geometric and Math Quiz
Algebra Test
Spelling Test

WEEK 9

Vocabulary Test
TABE Post-Test
Class Discussion:
- Work place etiquette
- How to be a successful nurse
- TABE Results

BOOKS AND MATERIALS

TABE 7 & 8
Number Power 2 and 3, Contemporary
Human Biology, Globe Book Company
Vocabulary for High School Students, Book A, AMSCO
Chemistry: Atoms and Elements, Globe Book Company
Cambridge Exercise Book for the Mathematics Test, Cambridge
Help Yourself, New Reader's Press
353 Project Tune-up 1994-95

APPENDIX E

WRITING ASSIGNMENT:

ADVANTAGES and DISADVANTAGES of YOUR PARTNER'S JOB

Interview your partner to learn about the advantages and disadvantages of her job. Use the outline below to write a 4-paragraph essay explaining the pros and cons of the type of work your partner does.

Paragraph I : Introduction
What, specifically, is your partner's job? Where does she work? What is her job title?

Paragraph II: Advantages
What does your partner like best about her job? Use specific detail, reasons, or examples to explain the positive features of her job.

Paragraph III: Disadvantages
What does your partner like least about her job? What would she like to change about the sort of work she does?

Paragraph IV: Conclusion
Overall, does your partner feel the advantages of her job outweigh the disadvantages? Would this job appeal to you? Why or why not?

WRITING ASSIGNMENT:

ADVANTAGES and DISADVANTAGES of YOUR PARATNER'S JOB

Interview your partner to learn about the advantages and disadvantages of her job. Use the outline below to write a 4-paragraph essay explaining the pros and cons of the type of work your partner does.

Paragraph I : Introduction
What, specifically, is your partner's job? Where does she work? What is her job title?

Paragraph II: Advantages
What does your partner like best about her job? Use specific detail, reasons, or examples to explain the positive features of her job.

Paragraph III: Disadvantages
What does your partner like least about her job? What would she like to change about the sort of work she does?

Paragraph IV: Conclusion
Overall, does your partner feel the advantages of her job outweigh the disadvantages? Would this job appeal to you? Why or why not?

Writing ASSIGNMENT: INTERVIEW AMY, LORENE, &/ OR MISTY

Interview one or more of the "older" SPOC clients to find out what their career goals are and what they have done in the SPOC program to get themselves ready. You may follow either of the two essay plans below:

FORMAT 1: Interview 1 SPOC Client (3-Paragraph essay_

Interview 1 SPOC client (Amy, Lorene, or Misty) and explain what you learned.

Paragraph #1: Introduction

Use these questions or ones of your own to help you write your introduction:

a) Who did you interview? When? Why?
b) When did she enter the SPOC program? Why?
c) What is her job goal now?

Paragraph #2 Client's Preparation

Some suggested questions:

a) What academic or job readiness skills has the client learned in VLS class and Gateway?
b) What entrance exams or other non-SPOC classes has the client taken toward entering a particular profession?

Paragraph #3 Client's Future Plan

Some suggested questions:

a) How does the client feel about where she is now?
b) What are her immediate & future plans?

FORMAT 2: Interview All Three SPOC Clients (5-Paragraph essay)

Interview all three SPOC clients (Amy, Lorene, and Misty) and explain what you learned about what each is planning to do.

Paragraph #1: Introduction

Briefly mention who you interviewed and some other detail about them or why you have decided to talk to all three.

Paragraphs #2, 3, 4 Explain Each Client's SPOC experience & goals

Use some of the questions outlined in Format 1 to write 1 paragraph about each client. Tell when she entered the SPOC program, some ways she has prepared for a job or further training, what sheis doing now, and what her training or career goals are for the future. BE SPECIFIC as possible in all your details.

Paragraph #5 Conclusion

What did you learn from your interview? Has your discussion changed or confirmed your goals or left you with some questions about the program? If so, what?

Writing Assignment:
The Perfect _____

Imagine the perfect _____ (mate, job, house, vacation, meal, day off, etc.) Describe three characteristics about this perfect _____ and explain why you think these traits are so important. Devote a paragraph to each feature. Remember to include an introduction and conclusion.

The Perfect Boss

Over the years, I've worked with many different bosses. As a result of working with them, I've learned what it takes to be a good boss. The boss who knows how to get the best from his workers has three very important qualities.

First of all, a good boss is fair. He or she treats everyone equally. No employee is given better treatment than the others or allowed to goof off. If a boss is fair with his workers, the employees under him will want to do their best because they know their work will be given the credit it is due.

Next, a good boss doesn't overload employees with an unreasonable amount of work. He knows how long it takes for a job to be completed and doesn't strain his workforce to do the impossible. Sometimes, people may have to work overtime or extra hard to meet a deadline, but if the boss is generally reasonable in his demands, workers are happy to go the extra mile occasionally.

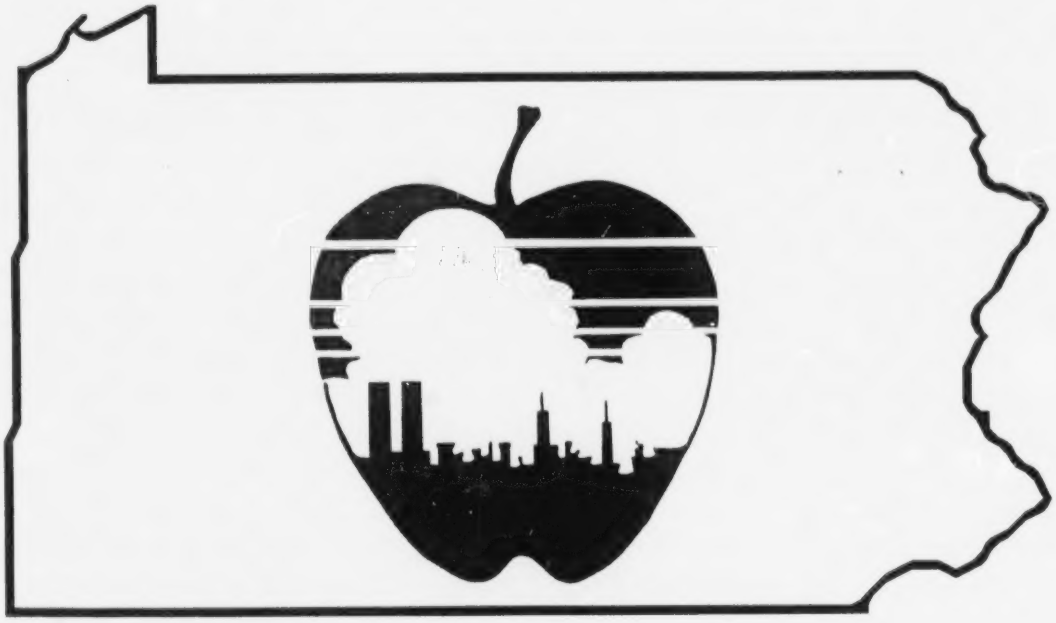
Finally, a good boss knows how to motivate people. He or she is quick to compliment people on good work. At the same time, a good boss is quick to criticize sloppiness. If someone's work isn't done right, a good boss will talk to that person in private. He or she will try to get the best out of everyone.

In short, a good boss is fair, reasonable, and a good motivator. It's not easy to have all of these qualities. If your boss has them, you're a lucky employee.

APPENDIX F

Educator In The Workplace 1997

A Pennsylvania Partnership For Work-Based Learning

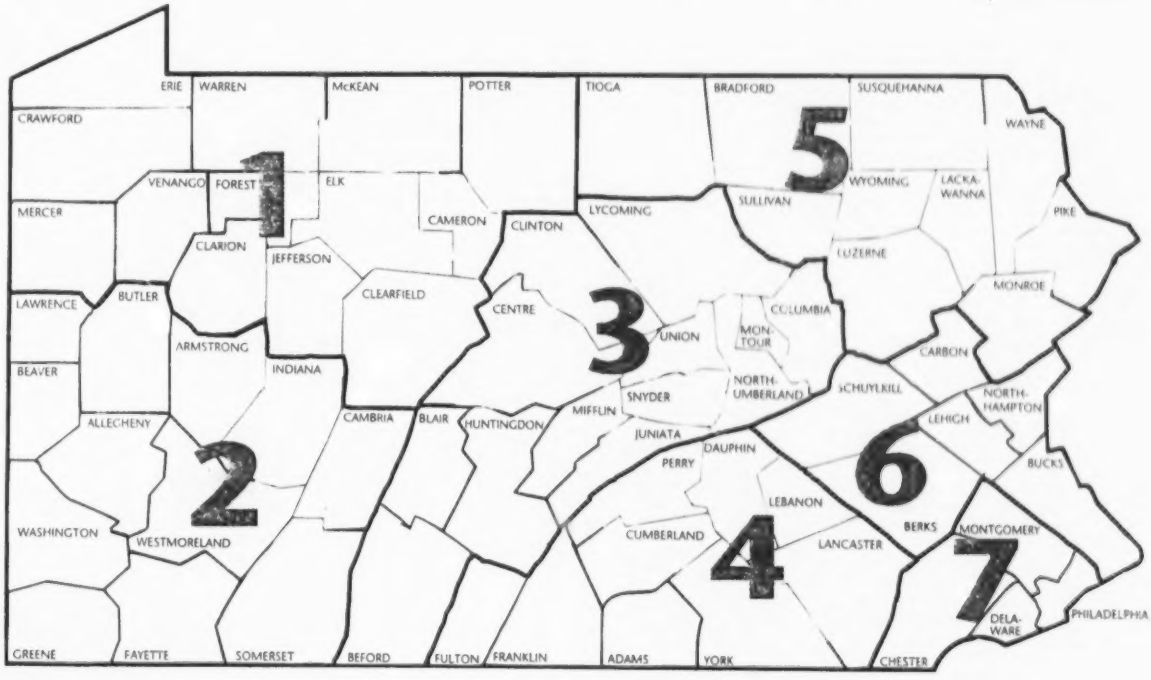


A Program of the Pennsylvania Department of Education, School-to-Work Opportunities Office, and the Mon Valley Education Consortium

APPENDIX I

School-to-Work Partnerships

(Map/Regional Listing)



REGION 1

Career Pathways for All Students (CPAS)
Clearfield County STW Partnership
Clearfield/Jefferson STW Partnership
Crawford County STW Local Partnership
Elk/Cameron STW Partnership
Erie Area STW Partnership
McKean County STW Partnership
The Mercer County STW Initiative
Potter County STW Partnership
Warren County STW Partnership

REGION 2

Allegheny County Northern Area Career Compact
The Allegheny County South Connection
The Allegheny East Career Connection
The Armstrong County Connection
Beaver County STW Partnership
Butler County Business, Community, and Education Partnership
The Fayette Business Education Partnership
Greater Johnstown CTC STW Local Partnership
Greene County STW Partnership
Indiana County STW Partnership
Lawrence County STW Partnership
McKeesport Area STW Partnership
Mid-Mon Valley STW Partnership
Pittsburgh School-to-Career Partnership
Somerset County STW Partnership
Washington Greene County Job Training STW Partnership
Western AVTS STW Partnership
Westmoreland County STW Partnership

REGION 3

Bedford County STW Stakeholders
Blair County STW Partnership
Centre County STW Partnership
Clinton County STW Partnership
Columbia-Montour Area Business and Education Partnership
Fulton County STW Partnership
Huntingdon County STW Partnership
Lycoming County STW Partnership
Mifflin County Career Preparation Partnership
Union/Upper Northumberland County STW Partnership

REGION 4

Adams County Business-Education Partnership
Capital Region STW Partnership
Franklin County STW Partnership
Lancaster County STW Partnership
York County STW Partnership

REGION 5

CSV School and Business Partnership
Luzerne County Business and Education Consortium
Monroe County STW Partnership
Northeast Pennsylvania STW Consortium
Northern Tier Industry & Education Consortium

REGION 6

Bucks County Business/Education Partnership
Eastern Northumberland County (ENCO) Business & Education Partnership
Lehigh Carbon STW Partnership
Lehigh Valley Business/Education Partnership
Schuylkill IU 29 STW Partnership

REGION 7

Chester County STW Partnership
Delaware County School-to-Career Partnership
Montgomery County STW Partnership
Philadelphia School-to-Career System

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APPENDIX II

School-to-Work Partnership Contacts

Adams County Business-Education Partnership
Herbert R. McIlvaine
MANTEC
PO Box 5046
York, PA 17405
Tel: 717-843-5054, ext. 229
Fax: 717-854-0087
E-mail: Mcillvahr@mantec.org

Allegheny County Northern Area Career Compact
Steve Navarra
NASPS
9600 Babcock Blvd
Allison Park, PA 15101
Tel: 412-366-2800
Fax: 412-366-9600

The Allegheny County South Connection
Robert Callen
Regional Business Alliance
633 Long Run Road
McKeesport, PA 15132
Tel: 412-754-6000
Fax: 412-754-6003

The Allegheny East Career Connection
(formerly Allegheny East School-to-Career Partnership)
Paul Balint
Forbes Road East AVTS
607 Beatty Road
Monroeville, PA 15146
Tel: 412-373-8100, ext. 242
Fax: 412-373-8106

Allegheny West Partnership
Terence D. Brennan
Parkway West AVTS
7101 Steubenville Pike
Oakdale, PA 15071-9406
Tel: 412-923-1772, ext. 122
Fax: 412-787-7257
E-mail: tbrennan@aiu-server.aiu.k12.pa.us

The Armstrong County Connection
Dorothy S. Kuzneski
ARIN IU
Rt 422 E - PO Box 175
Shelocta, PA 15774-0175
Tel: 724-463-5300, ext. 208
Fax: 724-463-5315

Beaver County STW Partnership
David Otto
Beaver County Chamber of Commerce
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Beaver Falls, PA 15010
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Fax: 724-846-4634

Bedford County STW Stakeholders
Robert Gervinsky
Bedford County Technology Center
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Everett, PA 15537
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Fax: 814-623-7234

Blair County STW Partnership
Donna M. Miller
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Altoona, PA 16602
Tel: 814-946-8450, ext. 219
Fax: 814-946-8351
E-mail: gactc@altoona.K12.pa.us

Bucks County Business/Education Partnership
Sandy Hargas/Helen Richardson
Bucks County IU
705 Shady Retreat Rd
Doylestown, PA 18901
Tel: 215-348-2940, ext. 1292
Fax: 215-340-1964
E-mail: shargas@bucksnet.bciu.k12.pa.us

Butler County Business, Community, and Education Partnership
Lisa Olszak/Jackie Getnick
Olszak-McClaine Enterprises
RD 1 - Box 590
East Brady, PA 16028
Tel: 412-526-5747
Fax: 412-526-5747
E-mail: olszak@third-wave.com

Capital Region STW Partnership
Betty Holmboe
c/o The Council for Public Education
PO Box 5379
Harrisburg, PA 17110
Tel: 717-231-4553
Fax: 717-236-0709

Career Pathways for All Students (CPAS)
Tony Defilippi
St. Marys Area School District
97 South St. Marys Road
St Marys, PA 15857
Tel: 814-834-7831
Fax: 814-781-2190

Centre County STW Partnership
Cheryl Johnson/Mary Jane Schreffler
PIC of Centre County
2595-1 Clyde Avenue
State College, PA 16801
Tel: 814-237-8998
Fax: 814-237-9171

Chester County STW Partnership
Jeff Singleton/Ron Dutton
Chester County IU
535 James Hance Court
Exton, PA 19341
Tel: 610-524-5106
Fax: 610-524-5081

Clarion STW Partnership
Elaine Williams
Riverview IU
880 Greencrest Drive
Shippenville, PA 16254
Tel: 814-226-7103
Fax: 814-226-4850

Clearfield County STW Partnership
Lois A. Richards
Clearfield County AVTS
RR #1 Box 5
Clearfield, PA 16830-9702
Tel: 814-765-5308
Fax: 814-765-5474

Clearfield/Jefferson STW Partnership
Georgia White
Riverview IU
880 Greencrest Drive
Shippenville, PA 16254
Tel: 814-226-7103
Fax: 814-226-4850

Clinton County STW Partnership
Marybeth Morrison
Keystone Central School District
301 Frederick Street
Flemington, PA 17745
Tel: 717-893-4935
Fax: 717-748-3597
E-mail: mmorriso@oak.kcsd.k12.pa.us

Columbia-Montour Area Business and Education Partnership
Patricia J. Martin
Central Susquehanna Intermediate Unit
PO Box 213
Lewisburg, PA 17837-0213
Tel: 717-523-1155, ext. 332
Fax: 717-524-7104
E-mail: pmartin@northstar.csiu.k12.pa.us

Crawford County STW Local Partnership
Karen Huels Vanco
Northwest Tri-County IU
242 1/2 Chestnut Street
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Tel: 814-337-8202
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Note: *A number of the contact people listed here have changed since the 1997 Educator in the Workplace program began.*

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